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ABSTRACT

This survey provides a moderately detailed description of each of 13 projects funded under 1965 Elementary Secondary Education Act Title III. Freedom High School is an alternative school. The Resource Room for Visually Impaired Children was established in 1972. The Remediating Motor Dysfunction project helps elementary school students to enter a regular classroom. The Bilingual Bicultural Teacher Training Network trains specialized teachers. The Televised Cultural Awareness in Carlsbad project uses television in Kindergarten through Second Grade classrooms. The School Bus Classroom project uses the hours spent by children on buses by providing them with educational experiences via video. The Espanola Reading Centers is an exemplary remedial reading program, it is stated here. The Student Tutors for Individualized Instruction project is located at Floyd Elementary School. The Educational Services Center was designed to provide poor rural school districts with needed services. The Cooperative Guidance Program serves all students and parents. The Parent-Kindergarten Liaison Program was begun in the Pecos Independent Schools during the 1972-73 school year. The Roswell Independent Schools Study focuses on the feasibility of extended school year plans. The Special Education Instructional Materials centers are located in four communities. (Author/JM)

ALTERNATIVES
a survey of title III, esea, projects in new mexico

TITLE III, ESEA
STATE DEPARTMENT OF EDUCATION
SANTA FE NM 87501
AUGUST 1974

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Do you believe that FHS was of greater benefit to you than a regular high school?*	45	1	1

*One student responded neither was of benefit

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FOREWORD

Title III, ESEA, is a federal program geared to funding and supporting innovative and exemplary projects in the public schools. Criteria, operations, procedures and evaluation of projects approved for Title III funding are rigidly controlled by both federal law and regulation.

In addition, the Title III Advisory Council and the Title III professional staff for New Mexico are vigilant in screening applications for funding, in evaluating on-going projects for continued funding and in other activities. Therefore, there are numerous formal evaluation documents available detailing in highly technical terms both federal and state assessments of these programs.

Alternatives: A Survey of Title III, ESEA, Projects in New Mexico is simplified. It is designed to provide a moderately detailed description of each project, and where available to provide objective evaluation data in table form, allowing the reader to draw some conclusion on his own as to the effectiveness of the project in question. Where there have been particular weaknesses, these are pointed out as well to give some indication of areas where special attention would be required, should replication be contemplated.

Since *Alternatives* is designed for a variety of readers, including the lay public, detailed analyses of tests, methodology and so forth have been avoided. It is hoped that this approach will generate more interest in on-going Title III programs and perhaps stimulate the replication of some programs or concepts in other schools where geographic, social, economic and cultural conditions are similar.

PART OF THE SYSTEM:

Freedom High School

"Just the name Freedom High makes a lot of people think we're a lot of hippie radicals trying to get out of something, but Freedom High isn't against the system. If it was, we wouldn't be part of the system."

Dennis spoke with conviction. He was a junior at Freedom High in 1973-74, and he's accustomed to people asking pointed questions about his school. But, who wouldn't be curious?

The original Freedom High is in the basement of an abandoned church. The gloomy halls and doors are brightened with splashy, colored posters and notices; the classrooms are casually arranged and in some cases cluttered, but Freedom High has filled such a need in the Albuquerque Public Schools that it has been enrolling almost twice the number of students as are provided for in the budget, and a second location had to be opened in 1971-72 to house the overflow.

Freedom High is for young men and women, high school sophomores, juniors and seniors, who for one reason or another don't fit in the regular high school environment. It's for potential dropouts, academic failures, very bright students who are frankly bored with the regular high school program, and for kids who have to hold down paying jobs if they want to survive and continue their education at the same time. In short, it's an educational alternative to the structured, cloistered high school setting of tradition.

The program is characterized by individualization, flexibility of scheduling, a broad curriculum and personalized attention and interest. It is an open entry program, and Freedom High's teaching staff includes certified personnel, businessmen-employers, community volunteers and prestudent and student teachers from the University of New Mexico and the University of Albuquerque. Academic classes are small, averaging six, but in many cases the students are working one-to-one with adults.

There are academic courses, but all are approached differently. A good deal of the curriculum involves the world of work through on-the-job experience, training opportunities, and mini-courses covering such diverse areas as government and astronomy. Students also also do volunteer work at hospitals, animal clinics, rehabilitation centers and other similar institutions and agencies. At one point, 50 Freedom High students were involved in a tutoring program with schools in Albuquerque, working with elementary children on a one-to-one basis. Other Freedom High students work in industrial arts and jewelry classes in Albuquerque junior and senior high schools. Last year, more than 50 held fulltime paying jobs.

The educational plan for one student revolved entirely around the judicial system. This student was reinforcing his 3-R's by a complete study of the city, county, state and federal legal structure. He wants to enter law on graduation, and the opportunity to review the entire judicial system would never have afforded itself under any other high school program. And, honestly, he isn't interested in anything but law at this point, so to him the regular high school program was a waste of time.

Because of the scheduling flexibility at Freedom High, individual student interests can be accomodated rather easily. The lay teacher program, an innovative offshoot of Freedom High's regular program, draws many volunteers from the communtiy to teach in their special areas of knowledge and expertise. As long as there is a volunteer teacher in a specific area, those students with interests in this area can receive some basic instruction, often on a one-to-one basis.

When a student is admitted to Freedom High (the waiting list is crowded), he isn't automatically dropped from his parent school. He is retained on the rol school, officially remain school, receives his credi and earns a diploma fror graduates. But, after acc High, responsibility for content of his education ly with himself and Free

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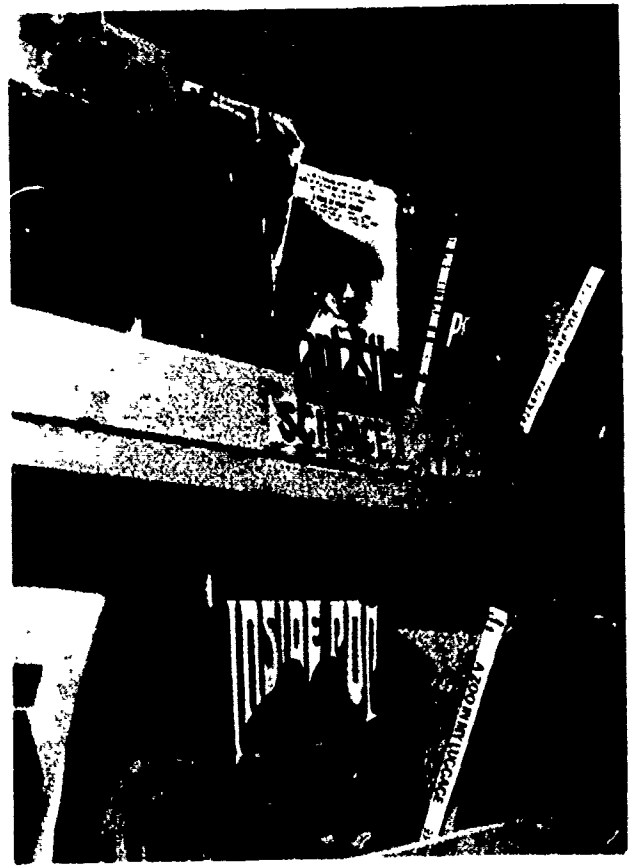
When a student is admitted to Freedom High (the waiting list is crowded), he isn't automatically dropped from his parent school. He is retained on the rolls of the parent high school, officially remains a student of that school, receives his credits from that school, and earns a diploma from that school if he graduates. But, after acceptance to Freedom High, responsibility for the structure and content of his educational program rests solely with himself and Freedom High School.

Immediately upon being accepted, the student and his parents hold an interview/conference with a representative group of Freedom High's professional staff of seven. During this conference, the rules, which are few, are explained.

"It's simple," says Esther Shumaker, director. "If you do something, you get some-



thing. Conversely, if you do nothing, you get nothing, and if you do nothing long enough, we ask you to leave."

With this in mind, the student plans his own educational program, in consultation with the staff. He decides his goals, the activities he will be involved with in meeting those goals, and even the kinds of instruments to be used to measure his attainment of those goals. From that minute on, he's on his own. No one pushes, no one prods, no one chides, no one plays games. It's up to him, and he knows it.

"Everybody goes out of their way to help, if you want help. They're always right there, but they don't give you anything. They make you earn everything you get around here," said George, a graduating 1974 senior.

Dennis, a junior, agrees.

"They say it's up to you. If you don't want credit, don't work. They treat you as an equal, and the other schools treat you like some stupid kid who has to be told everything. That's why I feel Freedom High has helped me a lot. If you do it on your own, you know you did it, and it builds up confidence," he said.

Both Dennis and George are open, friendly, intelligent. Their attitudes are positive, and you would find it hard to believe they were Freedom High material originally. Yet, George already had dropped out of high school. He didn't get along with his teachers, and he was "having a hard time". Dennis, on the other hand, was plugging along.

"Just day after day going to classes, and I didn't think I was learning a thing. It really ticked me off. I guess I would have made it, but I wouldn't be where I am now," Dennis said.

Motivating these kinds of students and others who make their way to Freedom High isn't easy.

"A lot of our students come in here with

an ax to grind. They have chips on their shoulders you wouldn't believe. At the inter view, we tell them to throw the ax away because there is none to grind," says Ms. Shumaker.

"One of the great satisfactions is to see the changes that take place -- their attitudes, their ability to cope with others, self-development, communications at home and everywhere else. It's really amazing," she says. "About the end of the first nine weeks is when we begin to see changes -- after their first evaluation. We show them exactly where they are. For non-completion, the student can only blame himself, because he's exactly informed all along the way."

"We let them sink as far as they want. Then there is nowhere else to go but up."

An overwhelming number of them do go up, but there are always exceptions.

"We have our failures, but presently there isn't any other program which can help them, either."

And, Freedom High isn't for everyone.

Says Ms. Shumaker, "Freedom High is successful with the type of student who needs this kind of approach. We are not a panacea. There are as many ways to achieve success as there are methods. Some need structure, some don't. You look at the student first, then place him in a situation that will help him."

The strongest key to Freedom High's proven success is personal attention and teamwork.

"We have a small community, in a sense. It isn't one single person, but a team. The staff is totally informed at all times, the students are totally informed. Decisions are made by all of us, students, staff, parents," she says. "We have had students drop for other reasons, but never because we had to ask them to leave. When it reaches the point where dropping is inevitable, things start changing."

Freedom High's success level has attracted a lot of attention from a lot of different areas, and after four years in operation, replication has begun. Three high schools in 1974-75 will begin programs of their own patterned after Freedom High. Two are in New Mexico and the other is out-of-state.

"You cannot escape it. When you work in a humanistic atmosphere, you're going to get results," says Ms. Shumaker. "Freedom High is an extension of the system; we're a part of every high school in Albuquerque. We can't offer many things they can, but we offer things they can't."

Although most of the students probably haven't thought of it in quite that way, they are living a human enigma which has puzzled and fascinated the world's loftiest thinkers since the beginning of known history -- that mysterious truth that real freedom is the strictest and most demanding discipline there is -- that freedom is measured in direct correlation with individual responsibility and is achieved not by doing nothing, but by doing everything.

'If you do something, you get something.'

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January 1974 Graduates*

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	September	January	September	January
Total	935	950	879	913
Average	44.52	45.24	41.86	43.48
Standard Score Increase+	.7		1.60	

* 21 students
* Increase of one represents a development of approximately one semester.

TABLE B
FREEDOM HIGH SCHOOL
10th, 11th and 12th Graders*
1973-74

	Vocabulary		Comprehension	
	September	March	September	March
Total	1850	1920	1816	1888
Average	46.25	48.00	45.40	47.20
Standard Score Increase+	1.75		1.80	

* 40 students
+ Increase of two represents a development of approximately one year.

TABLE C
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Year	Total Students	Grad
1970-71	50	4
1971-72	127	5
1972-73	208	9
1973-74	264	10

TABLE D
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TABLE E

FREEDOM HIGH SCHOOL

Questionnaire Reactions: 1973-74 Enrollees

	yes	no	no comment	yes/no	don't know
Since your enrollment at FHS has your communication with your parents improved?	54	11	0	0	0
During this year do you believe you were sufficiently involved in your individualized school program?	55	11	0	0	0
Do you believe you were evaluated often enough and kept aware of progress or lack of progress?	57	8	0	0	0
Do you believe you had a voice in choosing your program of studies and establishing your own goals?	57	5	3	1	0
Do you believe you received a personalized relevant educational experience this year?	60	2	2	1	0
Do your parents believe that FHS has helped you?	53	3	4	2	3
At this time are you considering furthering your education above the high school level?	45	17	2	1	0
Do you now have a more positive attitude toward teachers?	64	1	1	0	0
Do you feel free to confide in any faculty or staff member?	58	5	1	1	0
Do you have a better understanding of the rules/relationships and the social/economic structure of Albuquerque?	53	8	3	1	0
If you held a job or training experience was this experience meaningful?	33	9	23	0	0
Did you seek employment?	4	22	39	0	0
If you had to do it over again, would you enroll in FHS?	59	4	3	0	0

Resource Room For Visually Impaired Children

The Albuquerque Public Schools have adopted the basic philosophy that visually impaired children, including the totally blind, should be and can be educated in a public school setting, if provided with special services under highly trained and specialized personnel. It was under this philosophy that the Resource Room for Visually Impaired Children was established at Pajarito School in the APS South Area in 1972-73.

The Resource Room was planned as a pilot project to serve as the basis of a district-wide network of similar resource rooms in order that all students in need of services for visual impairment might receive special attention. Since that time, five legally blind children and some 17 other children with vision and perceptual difficulties of sufficient degree to interfere with normal learning processes have been served by the special Resource Room.

Originally, the Pajarito Resource Room was to be used only by visually impaired children in the designated attendance region around Pajarito School, according to Elizabeth Paak, South Area Special Education Coordinator. Based on survey information gathered by the schools prior to implementation of the pilot project, services of the Resource Room were to be limited to no more than seven legally blind or 15 partially sighted children. However, after the program was begun, some of the children identified for services moved out of the district, and plans had to be changed, allowing for transportation of some children from outside the Pajarito School service area to the Resource Room. Although some budgetary problems were experienced, it was generally felt that this new approach of drawing children from different service areas was valid and assures better use of the program. Thus, during 1973-74, several children from outside the Pajarito service area were transported to school at Pajarito daily.

The overall goal of the project is to enable the visually handicapped child to be integrated into society at the highest possible level in accordance with the child's potential.

Short-range objectives include developing individual academic pro which make use of as m possible, and/or to deve order that the child can understand written lang the regular school staff the school so impaired c into as much of the reg as possible; and develop bility skills which will e safely in the sighted wo

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Short-range objectives include developing individual academic programs for each child which make use of as much residual vision as possible, and/or to develop Braille skills in order that the child can communicate in and understand written language; working with the regular school staff and other children in the school so impaired children are integrated into as much of the regular school program as possible; and developing in each child mobility skills which will enable him to move safely in the sighted world.

After visually impaired children have

been identified, testing is conducted to determine the exact nature of the impairment, the degree and kind of sight, if any. Following this diagnostic work, the highly trained Resource Room teacher develops an academic prescription for each child. Aspects of this prescription are integrated into the regular and special activities of each visually impaired child.

Ms. Paak stresses that each child, including those who are legally blind, is enrolled in a regular classroom during his entire school experience at Pajarito. However, the child works daily in the Resource Room with the trained teacher on specific activities designed both to improve the use of his limited vision (or the use of other senses in the case of legally blind children) and to gain skills which will assist him in the regular learning process.

"The children work in the Resource Room on appropriate materials related to their academic need and their impairment. Each child, however, is integrated into his regular grade level class and into the total school program in every way possible," she says.

The children work daily for a specified period in the Resource Room. Some of the activities involve small groups of two or three children with similar needs, but in many cases, children work with the Resource Room teacher on a one-to-one basis, depending on the type of special assistance needed.

All curriculum planning is prescriptive, multi-sensory and based on the developmental level of the child, according to current research and methods for assisting children with visual handicaps.

The Resource Room is equipped with all materials and hardware appropriate to the special needs of visually impaired children. Equipment and materials include individual learning carrels for private work, casette tape recorders, phonographs, Language Master, primer typewriter, listening center, filmstrip viewers and talking books. Also on hand are a Braille writer, large print books and a variety of kinesthetic materials such as sandpaper letters, clay for writing, and large geometric shapes for matching. In addition, students use a large number of teacher-made materials, including over-sized pictures for coloring, over-sized mazes and a variety of other similar materials.

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In addition to direct work with the children in specialized areas, the Resource Room teacher works with the children's regular classroom teachers, providing them with special materials and inservice training on techniques in working with visually impaired children. Each child's visual condition is explained to the teacher so that she will gain an understanding of behavioral and learning problems which result from the physical impairment. She also is taught how to use special materials in the classroom, what to do in order to improve classroom conditions for the visually impaired child, and what methods to use in working with the child in a normal classroom setting.

Regular teachers and the Resource Room teacher also work in the normal school setting with other, non-impaired children, helping them to gain understanding of their visually impaired schoolmates. The result, according to Ms. Paak, is that peer relationships have been established smoothly and with a minimum of stress. On the playground and in the halls, the impaired children, including those who are blind, are treated normally by their classmates. They are not deferred to except in potentially dangerous situations, but at the same time they are not tormented by the other children.

Parental involvement is another aspect of the Resource Room teacher's activities. Close contact is maintained with the parents of each child. The nature of their child's handicap is carefully explained, and all the behavioral problems which are brought about by the impairment are described. In addition, the parents learn of things which they can do in the home environment to allow their child to function more independently. Here, particular attention is paid to child mobility in the home environment and his ability to care for himself and provide normally for his own needs. Parents learn some methodology for teaching in the home setting, as well.

The Resource Room teacher also works with a special advisory council established for the project. This council includes opthalmologists, physicians, parents of visually im-

paired children, parents of other children, and others. The advisory council makes recommendations to the school regarding the special class and is involved in basic planning for expanded services for visually impaired children.

Individual evaluation is both formal and informal. The Barraga Visual Efficiency Scale is used to test each child annually. In addition, the verbal section of the Weschler Scale of Intelligence for Children, the Wide Range Achievement Test and the Illinois Test of Psycholinguistic Ability also are administered when appropriate. The Draw A Man Test, the Bower Behavior Rating Scale and the Bender-Gestalt Test also are administered annually.

There is an annual review of goals and accomplishments of each individual student. Daily anecdotal records are maintained by the Resource Room teacher to form a partial basis for changes in curriculum, methodology and individually prescribed materials, and complete records are kept by the classroom teachers on informal evaluations, special areas including behavior, and results of formal teacher-made tests.

Objective results are being measured for these children, academically, physically and emotionally, but for the average person, one measure suffices. That measure is the totally blind child, playing a time game with her principal and chiding him for making the game too easy for her. Or, the sight of the same blind child on the playground at recess actively involved in the usual games of elementary children.

The innovative special class for remediating children with motor dysfunctions was begun in Albuqeurque in 1972. Established at Montezuma Elementary School in the South Area of the Albuquerque Public Schools, the class is designed to help children evidencing perceptual motor dysfunction and disabilities in school work.

Children in the class range in age from seven to nine, with ten-year-olds being admitted occasionally on the basis of need.

The over-all goal of the class is to help each child reach his fullest potential in physical and intellectual growth so he can receive all possible opportunities to succeed in future job skills and become a self-supporting, contributing member of the community. A short-range and more immediate goal, however, is to help the child reach a level enabling him to enter a regular classroom and be able to succeed with the minimum special assistance from outside resource personnel.

"Our children are diagnosed by a registered physical therapist (RPT) who also prescribes individual therapy for each particular case," explains Emily Thrasher, teacher of the special class.

Regular personnel for the project are carefully selected. The RPT visists the class twice weekly for therapy supervision and observation. She is highly specialized in her field. Ms. Thrasher was selected for the program on the basis of her ability to work with handicapped children and the long years' experience she has had as a special education teacher. During the 1973-74 school year, she was assisted by an educational aide, also experienced in working with special education children.

"Because of the experienced aide, we have been able to do much more with the children this year than during the first year We had student teachers for both semesters this year, and that helped a great deal, too," she points out.

Although the class is limited to 10 to 12 children, Ms. Thrasher needs all the assistance she can get from resource persons within and without the schools. The schedule for the children is complex, and the therapy and academic programs strenuous and involved.

Therapy for the children is based on the theory of motor dysfunction and remediation techniques developed by Dr. A. Jean Ayres, noted for her work in motor dysfunction. Therapy activities are designed to promote individual gains in fine coordination, body movement coordination, longer attention spans, less aggressive behavior and increased tolerance to touch.

"We begin with motor activities in the morning for one hour," explains Ms. Thrasher. "Therapy for each child is prescribed by the RPT, and we work with the children on this daily. The RPT prefers therapy sessions in the morning because what is learned during the motor activities can be carried through and reinforced during the entire day in academic areas."

For daily therapy sessions, the classroom is equipped with special, movable apparatus, custom built by the Albuquerque Public Schools maintenance department according to designs developed for Dr. Ayres' methods.

Some of this special equipment consists of a hammock suspended from the ceiling in the shape of a basket. Children sit in the hammock, secured by its shape, and are pushed in a wide, circular pattern by the aide or by another adult. There also is a hardwood ramp. Children roll innertubes down the ramp, and classmates take turns straddle-jumping the tube as it rolls toward them. Children also roll down the ramp seated or lying down on skate boards.

Another piece of equipment consists of a barrel covered inside and outside with carpeting. The children ride inside the barrel [illegible] the aide, teacher or another child rolls it

Remediating Motor Dysfunction

across the floor. There also is a high, trapeze-like swing on which children sit, independently propelling themselves in a normal swinging motion. Additionally, a small hand vibrator is provided. Children massage themselves and this helps them to grow accustomed to touch.

Although the equipment is used almost exclusively in the morning therapy session, there are occasions when some of it, particularly the hammock, is put to use at other times as well.

"You'd be amazed how much this calms them down," says Ms. Thrasher.

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Most of the children in the class are easily distracted, many are highly sensitive and intolerant to touch, while still others are completely insensitive to touch.

"If a child is tactily defensive, he's going to scream and rage when you touch him. Also, if he's insensitive, he's going to hurt others, simply because he can't feel," she points out.

The various therapy activities are designed to eliminate these conditions. As the physical conditions improve, the child's social relationships improve correspondingly. Therapy also helps in improving fine and general body coordination, since all the children experience difficulties in this area. Children lacking coordination have problems not only physically but socially and academically as well.

"One child couldn't even make a number when he first came to class. His coordination

...help each child reach his fullest potential in physical and intellectual growth...

was that undeveloped," says Ms. Thrasher. "These activities have corrected the condition to a large degree, and the child is now experiencing success."

Once the daily therapy session is completed, Ms. Thrasher, the aide and any other adults assisting in the classroom, move all the equipment out of the way, and the academic portion of the program is underway.

"We have such an amount of varying abilities that we have to do as much individual work as possible," Ms. Thrasher says.

The academic program for each child is planned generally at the beginning of the year, based on extensive testing of each child. Some of the tests administered include the Wechsler Intelligence Scale for Children, the Peabody Picture Vocabulary Test, the Bender-Gestalt and the Wide Range Achievement Test, in addition to teacher-made academic tests and the Jean Ayres Assessment of Motor Dysfunction which is administered by the RPT.

"After the testing is completed, I plan the approach and make a determination of materials to be used for teaching or remediation," she says. "We keep a folder on each child. It includes the overall goals and reports on his progress. I establish the overall goals for the child in the beginning, and then I update and plan individual lessons on the basis of daily evaluations."

Materials are varied and plentiful. The classroom variety includes materials from Peabody, Sullivan and Frostig, along with the SRA Ready to Think, the Language Master and a listening center, among others.

"We are well-off in materials and very well equipped. We also have a lot of homemade materials, like the weather chart and some number cards and things like that. Some of these have been made by other teachers," says Ms. Thrasher.

The class makes use of a variety of resource persons, as well. In addition to the student

teachers, the aide and the physical therapist, there have been diagnosticians, social workers, counselors, nurses, other teachers, parents and the special education coordinator for APS South Area, Elizabeth Paak.

"Our parents are fantastic. Every conference we've had has been well-attended, and they do visit the classroom. I communicate with them by telephone, and they often ask about things they can do in the home to follow up the work we do here in the classroom," Ms. Thrasher says. "Almost all of the children have very thorough doctors who always send complete reports to us. Some of the children have speech therapy from outside sources, since we don't have a therapist available to the schools."

Although the Albuquerque Public Schools plan to continue the class in the future, Ms. Thrasher and Ms. Paak are dreaming of being able to provide the same experience for all educable mentally handicapped children in the district. They would like to see a center established to house the therapy equipment, in addition to regular classrooms where the academic program can be conducted.

Their dreams are based on success of the limited classroom. Next year, two of the children in the special class will return to a regular classroom. In these two cases, children who previously were plagued with emotional, social and learning problems because of physical conditions, have been declared ready for regular experiences in school life. Ms. Thrasher and others know there are more children in the schools who could accomplish as much, given the highly specialized attention they need.

The Bilingual-Bicu

New Mexico's somewhat stormy romance with bilingual education began more than ten years ago, before most states had even become aware of the term or the concept. Since that time, programs have multiplied and results generally have confirmed the original belief that bilingual education would enhance learning opportunities for multilingual youngsters.

The state has a high population of bilingual children, many of them Spanish-speaking, and many of them speaking one or several of the large number of American Indian languages indigenous to the state. It is estimated that five per cent, or 3,458, New Mexico youngsters arrive on the doorsteps of the public schools with no knowledge of English or with only a smattering of English.

While local schools were gearing up to meet the demands for bilingual programs to serve these youngsters, however, teacher training institutions were not prepared to immediately meet demands for trained teachers. Realizing that it would be some time before institutions of higher learning could revamp their offerings to meet the demand for trained and qualified bilingual teachers, the State Department of Education, working in cooperation with the local schools, brought into reality th Teacher Training Netw to be the only one of

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This highly innovative program was combined where possible with existing bilingual-bicultural demonstration centers. Making use of the Armijo Bilingual-Bicultural Demonstration Center directed by Henry Trujillo in West Las Vegas and the Bilingual-Bicultural Demonstration Center originally in Silver City under the direction of Maria Gutierrez Spencer, the Department created another center at Roswell under the direction of Grace Romero, established a materials printing center at Artesia, secured Title III and other funds and

Teacher Training Network

began implementation of the program. Since that time, the basic approach has remained the same, although the Silver City Center was transferred to Deming, and Title III funds have been curtailed for the Artesia printing center.

The concept of a network was implemented for several important reasons. First, spoken Spanish dialects and even the Mexican American/Spanish-American cultural heritages vary from area to area within the state. The language of children living in the southwestern portion of the state differs from that of the southeastern and northern portions of the state. Cultural traditions also differ. Therefore, language and cultural training must differ for each region of the state.

Second, geographic and economic factors made it imperative that several centers be established in order to serve the maximum number of teachers and aides most effectively at the least cost to the state and the local districts.

Procedures established by the State Department of Education for operation of the teacher training network are simplified, although tightly controlled. Teachers and aides to be trained are recommended for assignment to one of the centers by bilingual education specialists with the Department. Teachers receive per diem and mileage to attend the training programs, which begin in the fall with a one-week orientation and introductory unit. Following completion of this unit, trainees return to their classroom
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Lupe Castillo is in charge of teacher training at Armijo Center. She is a master teacher in bilingual education, articulate and professional. Her program is similar to those offered at the other two centers.

"During the first week of training, we provide the teachers with an introduction to the history and culture of the region, and then we begin with the basics of language and methodology. We give them some basic linguistics, pointing out problems which are experienced by both predominantly English-speaking and Spanish-speaking children," she explains. "We also give them some background in teaching math, science and social studies so they will have some ability to teach using Spanish as the base. We also give the introductory work in teaching English and Spanish as a second language."

The Armijo Center also happens to be one of 20 centers across the nation testing materials produced by the Spanish Curriculum Development Center in Miami, Florida. Teacher trainees are trained in the use of these materials, which are then made available to the teachers at reduced rates for use in their own classrooms. The printing center in Artesia reproduces these and other bilingual materials at reduced cost so all teachers in all areas of the state can make use of them.

In addition to practical lectures and lessons, the trainees observe classes in action. Armijo, as well as the other centers, is an active bilingual education center, and elementary grade youngsters are in class there every day. Teachers observe these classes, watch trained and qualified teachers in action and then have the opportunity to teach lessons themselves, working directly with the children.

"We use the micro-teaching approach and video tape the trainees. Sometimes, when we first tell them they will be filmed, it really shakes them. One teacher almost dropped out of the program when she realized she would be filmed, but almost all of them have rated this as the most valuable part of their experience here," she says.

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Video taping is used as an evaluation device. The trainees receive critiques from their fellow trainees and from the teacher trainer. In addition, they do a self-critique.

"Seeing themselves helps them to identify some of the problems they are having, not only in presenting their lessons, but in projecting to the children. Attitudes toward children show in mannerisms and gestures, and when teachers see this, they recognize it immediately and begin to try to correct it," Ms. Castillo says.

Following the first one-week session, teachers return to their classrooms, and Ms. Castillo begins to schedule half-day visitations to each classroom.

"I spend a minimum of a half day with each of the teachers. By the time I arrive, they have many questions. They have tried now to teach bilingually, and they know they are having problems," she says.

Problems differ from region to region, Ms. Castillo explains, although there are some problems which are universal.

"We concentrate on the regional differences when we visit. For instance, the children in Tierra Amarilla speak a lot of Spanish, but they intermingle a lot of English in their speech. In Belen, many children have come from far South and speak no English, while others try to hide the fact they speak Spanish," she says.

Ms. Castillo works with the teacher on-site, sometimes giving a sample lesson, and gathering suggestions for items the teachers want to cover during their second week of training at the center.

In the spring, the teachers return to Armijo Center for a final week of formal training. Activities during this week are based on suggestions made by the teachers themselves.

"Most of the time we concentrate on language. The teachers have found they can deal with each other easily, but they have found they can't explain the technical terminology.

Some have found they can't write in Spanish, some have difficulty with the different sounds made for the same letter, and there are especially problems with accents. These are all things they wouldn't suspect they would need help with, but they do. It is a common mistake to assume that just because you can speak two languages, you can teach bilingual classes," Ms. Castillo points out.

The second session also includes another video taped teaching assignment, with the accompanying critiques. Teachers return to their classrooms, and once again Ms. Castillo schedules on-site visits.

"This last visit is basically to determine how programs are progressing, to discuss the program with teachers and administrators, and this type of thing," she explains.

At this point, formal training is completed. However, Ms. Castillo and Armijo Center remain on call. There are always special requests for materials, information and assistance, and these requests are met when possible.

For the present, the Bilingual-Bicultural Teacher Training Network is the most effective program New Mexico has for training of specialized bilingual education teachers to fill the multiplying teacher positions in that field.

The Carlsbad televised education project has been much revised and many times changed, although basically it has been aimed at answering the question of how best to use television in K-2 classrooms.

As conceived, the project was designed as a bilingual-bicultural experience for youngsters K-2, along with parochial and Headstart students in Carlsbad. Originally, there was to be a three-pronged attack, including a K-2 bilingual-bicultural classroom experience, the provision of instructional television services through locally-generated programs, and a mini-course in media communications offered to high school students.

As revised during the first two years of operation, however, the project underwent many changes. First, the mini-course aspect was dropped from the plan, although five drama students did work with the project for a while in staging and puppetry, receiving credit in their regular high school drama class. Next, the bilingual-bicultural aspect was revised, placing new emphasis on cultural awareness. Finally, that aspect was changed, giving way to an all-encompassing early childhood experiential approach planned for during the third and final year of the project.

Original objectives of the project were to teach English as a second language, give a positive and accurate presentation of the Mexican-American culture in the Carlsbad area, improve Spanish language skills of all students involved and improve the self-concept of the Mexican-American students, some 40 per cent of the total Carlsbad school population.

Measurement of these objectives was to be accomplished through monitoring of drop out and retention rates among Mexican-American children in the pertinent grades, through administration of staff-constructed tests regarding Spanish language development among non-Spanish-speaking children, through administration of tests measuring English language development among Spanish-speaking children, and through attitude inventories, particularly in reference to culture and heritage.

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An immediate problem in this particular project developed from the fact that no pretests were administered in any of the areas proposed for measurement. Thus, there was no possibility of making any objective judgment of the initial success of attempts at providing viable bilingual-bicultural experiences via television. Further, it was difficult to secure validated instruments in the pertinent areas.

Additionally, the program originally was planned for delivery twice weekly. These showings were to be given twice on the scheduled days and were to be followed up by classroom work directed by the regular teacher and bilingual aides.

However, a change in plans expanded the approach to include daily 20-minute television programs with followup work in the classrooms. Project personnel observed that the original plan for two shows two or three times weekly was best. They point out that with daily showings, time becomes an almost insurmountable factor in the planning and filming of viable, effective programs. With limited weekly showings, more time is available for planning of programs, actual filming and coordination with the classroom teachers regarding pre-showing and post-showing activities.

The original television show developed under the project but later abandoned, was "Quiero Conocerte", or "I Want to Know You". This program centered around the television instructor and four puppet characters. These characters underwent a number of changes as the approach of the project

'How can television best be used in the classroom?'

Televised Cultural

changed, and there will be more changes in 1974-75. Basically, however, the four puppets included one who spoke no Spanish, one who spoke no English and two others who acted as interpreters. They all had different talents which were brought to bear in the instructional aspects of the program. They were the backbone of the program. However, "live" staff, including the television instructor, other project staff members and special guests including nurses, custodians and musicians, among others, also appeared for variety.

Generally, "Quiero Conocerte" was a bilingual-bicultural "Sesame Street", featuring quick cuts, special effects, puppets and other approaches similar to those used on nationally televised early childhood education programs. The pace was fast, maintaining a high viewer interest level.

Topics featured Mexican history; Mexican, Spanish and Indian influences on architecture; Mexican customs; foods and their origins; the differences among the cultural heritage in Carlsbad and those of other Spanish-speaking areas of the state; the Indian influences on New Mexico culture, and others.

However, "Quiero Conocerte" failed to pass muster. There was evidence of inadequate planning, vague goals, the use of too much Spanish in relation to the language background of the majority of the target population, and too much emphasis on the Mexican culture to be effective in enhancing appreciation for all cultures.

Further, the Carlsbad project staff had a basic aim of tying the program's content to pre- and post-lessons in the classroom so that the 20-minute television programs would be prepared for in advance and then reinforced after showing. This they weren't getting with "Quiero Conocerte".

So, at the beginning of the second semester in 1973-74, "Carousel", filled the slot and "Quiero Conocerte" was retired. With "Carousel", emphasis remained on cultural awareness, but it was broadened to a more global, rather than regional, concern. Further, there was expansion in the area of language experience in K-2 content areas, and lesson plans and classroom coordination became more effective and better coordinated.

"Carousel" finished out the school year, but not without problems. The television teacher, although bringing with her years of valuable experience in classroom instruction and the preparation of lesson plans, was inexperienced in the television milieu. In addition, she was hired only on a half-day basis and retained her regular classroom responsibilities, so the time she had to devote to her television classroom was not as adequate as necessary for the work invoved. Yet, "Carousel" was generally conceded as an improvement.

The advent of "Villa Alegre", a nationally televised bilingual show which is to begin this fall, has signaled the end of Carlsbad's main concern with televised bilingual programs. They feel they cannot possibly compete with a national program, so, they have revised plans for their television show in 1974-75.

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First, they will expand the program "to include the entire spectrum of the child's experience", rather than limiting the show to cultural awareness concerns, although those concerns will still be part of the new fare. Second, they will attempt a children's theater approach, making use of local talent in the form of the high school drama teacher and students who have had experience in puppetry and staging. A new atmosphere is to be created for the show. Third, Carlsbad has concentrated on summer work for the majority of the 1974-75 programming so that school year activities can center on workshops, inservice training and other things of this nature.

And, in this third year, Carlsbad will continue to seek the answer to the question, "How can television best be used in the classroom?"

'Include the entire spectrum of the child's environment.'

ness In Carlsbad

School Bus Classroom

The idea for Cuba's yellow, rolling classrooms was born in 1972 after school officials met with Indian parents from the four Navajo Tribal Chapters situated within the boundaries of the school district.

The meeting lasted for hours, questions and answers interpreted from Navajo to English and back again. The parents, many with no formal education, had a long list of worries and concerns, but a good many of them centered on the long, boring and exhausting bus ride to school and back every day. The children fought, the roads were rough and dangerous in bad weather or good weather, and most of the time the children didn't want to go to school.

There was some discussion of language problems, as well, since many of the Indian children come to school originally with no English language background at all.

School officials agreed the problems were severe. They had been wrestling with the effects of long bus rides, discipline problems, low motivational levels and language difficulties for years. A good many possible attacks on these problems were discussed, until finally the concept of the school bus classroom was settled on, and work was begun immediately to put the plan into effect.

Basically, the concept is simple. Buses are outfitted with video tape equipment, and video tapes are shown during the time the students are riding to or from school daily. The equipment is maintained by student aides, hired and trained by the school district. The equipment is portable so video presentations can be made during gatherings of the adult communities in either Pueblo Pintado or Counselors which is 12 miles from Cuba on a paved road, but which draws Navajo youngsters from hogans as far distant as 36 miles over dirt roads.

Three main goals were established for the project. First, the school district wanted to make use of the long hours children spent on the buses by providing them with educational experiences via video.

"Some of these children ride 55 miles one way to get to school every day," says Melvin Cordova, Cuba superintendent. "That's a long, drawn-out affair, through desolate country and over very poor roads. We had many discipline problems, and by the time the children got to school, they were s they were pretty m thing."

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"Some of these children ride 55 miles one way to get to school every day," says Melvin Cordova, Cuba superintendent. "That's a long, drawn-out affair, through desolate country and over very poor roads. We had many discipline problems, and by the time the children got to school, they were so groggy from the ride that they were pretty much not interested in anything."

Second, school officials wanted the program to increase the motivational level of the children who have had few experiences, historically, which would produce self-motivation.

Generally it is agreed that American Indians have been given short shrift by our institutions in the past, but for these Navajo children the situation was worse. They are Checkerboard Navajos, so named because in the past their families settled in disputed land. The tiny communities in the Checkerboard area are sprinkled far from the main body of the Navajo Reservation, and because of their isolation they were for years stepchildren even of their own tribe. They have been until recently even more distant stepchildren of the Bureau of Indian Affairs and other federal and state agencies. These facts, coupled with their language problems and their geographic isolation from the rest of the world, have given them little to look forward to.

Third, the school district wanted to increase parental involvement in and awareness of the education of their children.

"The long distances and bad roads have their effect in other areas, not just with the children. The parents aren't as involved with the schools as we would like them to be, and the geographic situation is a big factor in this," says Cordova.

In actual implementation, the concept was not as simple as the school district originally hoped, however. For one thing, they had planned to be able to borrow pertinent video

programs for use on the buses. They discovered there are very few lending outlets for video tapes, and what there are generally are inappropriate for the Navajo youngsters.

An alternative approach was taken. Students working with the program began taping television programs, including "Sesame Street", movies and other programs, which were subsequently shown to the children. Additionally, Cuba is one of the pilot sites for the Rocky Mountain States Satellite television project, scheduled to begin beaming television segments on career education in 1974-75. And, Cordova and his staff plan to make full use of these programs in the school bus classrooms.

So by the close of the 1973-74 school year, the second year of the project, some of the wrinkles had been smoothed out, and many approaches were being taken or planned for by the district to build up a viable video tape bank for future use. Student aides had begun taping some locally generated segments of their own.

Henry Billy, a graduating senior and aide in the program, taped a segment showing an old man transplanting a tree, demonstrating the correct methods for this process. Aides also have taped segments featuring the kindergarten and other classes in the schools. One program showed the kindergarten children preparing their own mid-morning snacks and their lunches, with guidance and help from two Navajo aides and two teachers.

"In programs like this, the parents can see their child's school environment, their classmates, and they can see that their children are getting nutritious snacks and lunches. This is important, especially since some of the children come to school without breakfast," explains Cordova.

Preliminary work also has been completed with Navajo colleges in Arizona to secure some programs from them, and Navajo story-telling segments are planned for in the future.

"One of the things that is needed most to raise the motivational level of these children is to improve their self-image. We plan things like Navajo story-telling to help in this. We also try to provide them with movies and news items which show Indians in a favorable light," explains Cordova.

Portions of meeting of the Cuba Board of Education also are filmed.

"When the Board is discussing something of value to those people, we tape it and send it back to the community setting," Cordova says.

Do the parents take interest?

Billy, who operates and maintains the video equipment for the Pueblo Pintado area, says they do.

"The parents do come to see the films. We usually show them during Chapter House meetings. They are interested. I haven't heard anybody against it," he says.

When Billy shows these films for adults, he often dubs in the Navajo so that all the parents can understand what is going on. However, almost all the tapes are in English.

"One of the other benefits we hope to realize from this program is extending the language experience for these youngsters. We don't see how this can fail, because they are being exposed to English three and even four hours more a day with this program," says Cordova.

He explains that often the base of English language experience for the children is zero when they arrive at school for the first time. The English language base for most of the other children in the Cuba Schools is five. That is, they have been speaking or listening to English daily for at least five years. So, the Indian children, in order to reach the same level as their non-Indian peers, would have to somehow gain six years' English language experience in their first year of school. Logically, that doesn't happen, and consequently the Indian children lag rate higher than any state. Cuba School more hours' exposu measurable help.

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"We think it is helping. The trading post people, who have been around these children most of their lives, say they can see changes. They say the children are using language more and are more aggressive in speaking than they ever were before," Cordova says.

Boyd Pinto and Wesley Yazzi, aides on buses going into the Counselors area, along with Henry Billy, think the program is helping, especially for the younger children.

For one thing, they have noticed that more children are coming to Cuba to attend school now, rather than going to a BIA boarding school. For another, they have noticed that the children behave better on the buses. Also, it's helping the youngsters learn more about the outside world.

"They're learning about other things, getting to know what's going on out there," says Pinto.

Potential Vs. Achievement:

Espanola Reading Centers

A profusion of platitudes regarding individuality has blossomed during the last decade, and this blossoming has been nowhere so profuse as in education. Today, individuality is the watchword of educators.

However, in one classic area, individualization seems to have been forgotten in many cases. That area is in remediation of the student about whom everyone says, "I know he is capable of more. He just isn't achieving as he should be." Individualization, in short, rarely has been practically applied to students' achievement in terms of what their mental abilities indicate their achievement should be. The exemplary remedial reading program in the Espanola Public Schools is doing just that and the results have been officially verified by the U. S. Office of Education, making the Espanola program New Mexico's only proven Title III project.

"Other remedial reading programs base their selection according to age and grade level. The assumption is that all children who are not achieving on a par with their age and grade level are underachieving. This isn't necessarily true. They may be overachieving or achieving at expentancy, when compared with their mental abilities," points out Rosina Espinoza, director of Espanola's remedial reading project.

Espanola selects children for remedial reading on the basis of mental abilities scores vs. achievement. Therefore, the primary "known" in the remedial reading class is that each child is capable of achieving at higher rates. If he isn't, there is something wrong with the instruction prescribed for him. This knowledge makes true individualization of instruction imperative. And, individualized instruction is the fare for all children in this special program.

The Espanola Public Schools, serving a geographic area of some 950 square miles and a predominant population of Spanish-speaking

and American Indian children, face severe problems economically, socially and culturally. Language problems are major, and patrons have long been concerned over the low reading achievement exhibited by their children. It was at a peak of this concern in 1971 that a close study of reading problems was completed.

Through the study, it was determined that remediation at the junior and senior high school levels was relatively ineffective; that large group remediation had proved ineffective; that instruction in the past had been general rather than individualized; and that selection of students for remediation had been on the basis of grade level and age rather than potential.

With these facts in mind, plans were made for the new remedial reading program. This program is designed for second, third and fourth graders; classes are limited to six, with some as small as two students in special cases; individualized instruction is based on a battery of diagnostic tests and teacher observation; students are selected on the basis of disparity between mental abilities and achievement. The ambitious primary objective is to triple the mean learning ratio of students while in the program, as compared with the ratio before the program.

The program was established at Sombrillo and Espanola Elementary Schools, where the reading underachievement rates were higher than those of the rest of the district. Students generally were scheduled for one hour daily, four times a week, leaving the fifth day free for remedial reading teachers to schedule parent conferences, conferences with other teachers and special assistance for individual students.

Each second, third and fourth grader is administered both mental abilities and reading achievement tests. Ms. Espinoza, after two years' experience with the program, as-

'These children learn best when they are taught on an instructional level and not on a frustration level.'

serts that even the fourth grade is almost too late. "I would like to be able to concentrate on second and third graders," she says, "because we are seeing that the fourth grade is almost too late."

After the tests are administered, computations are made using the Albert Harris method for establishing the Reading Expectancy Quotient. A priority ranking then is made of students, and those highest on the priority list are enrolled in one of the remedial classes.

"Those with the greatest differences are given high priority, so that what happens is we get kids in all ability groups," she points out. "We try to group them in class on the basis of similar needs, but this is difficult. It also is fascinating, because you take two students with the same needs, work with them for five minutes and they separate and their needs differ greatly."

During the 1973-74 school year, five classes were held at Espanola Elementary, while four were held at Sombrillo.

"One of my classes here at Espanola Elementary this year was composed of only two students in a half-hour session. Both are hyperactive and very distractive, so we had to make special arrangements for them," Ms. Espinoza explains.

Once the priorities have been established, children selected for the program are given a battery of diagnostic tests, including visual and auditory screening, visual perception, lateral dominance and an incomplete sentence test to determine attitudes. An informal reading inventory also is administered, along with a silent reading comprehension test.

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Through this process, instructional programs for each child can be planned. Additionally, physical defects can be discovered so that medical examinations can be recommended. In some cases, children have been fitted with glasses or hearing aids, thereby eliminating the root cause of their reading problems. In other instances, children in need of special education services have been identified, and referrals have been made. In most cases, however, instructional solutions are indicated.

The classroom approach is varied, and each learning activity is scheduled in 15-minute segments. Materials include tapes, reading games, visual perception lessons, filmstrips, Hoffman Achievement Units, blocks and parquetry sets with pattern cards, library books, high interest-low vocabulary books, paperbacks and hardbacks with accompanying records, sight vocabulary card sets and overhead transparencies. The room is arranged for this variety, and there is a large carpeted area for free reading and comfortable oral reading sessions.

"The daily schedule for each child is based on test scores and our evaluation of the child's progress the previous day. We have many game activities, we read to them, and we have them read to us. We feel they should make all the mistakes they wish, as long as they are reading. Every child has a learning style and a learning interest, and we have to be as flexible as possible, watch him closely and change our plans when we see that we aren't getting results," Ms. Espinoza says.

Evaluations are conducted daily. The teachers, with assistance from the instructional aides assigned to each classroom, review the day's activities, make note of special items in each child's progress folder and update progress charts for each student.

"This evaluation takes up much time and energy, but we feel it is essential for this type

of program. We also maintain case studies which include test data, school history, results of all individual diagnoses and anything else that will help give us an idea about a child's problem," she says.

After two year' involvement, Ms. Espinoza's main concerns regarding the program are continuity and retention. She is concerned that there is no structure currently available in the Espanola Schools for continuation of approaches used in the remedial reading program, and concerned that about 50 per cent of the children who show substantial gains in reading have lost those gains within one or two years.

"We spend a considerable amount of time working with the other teachers concerning reading techniques and activities, but we have no formal structure which will ensure continuity of the approach through the upper grades," she points out.

Retention also is a problem.

"The child gets a paradoxical idea of himself in the remedial reading class. Our program is based on instructional levels, and he is constantly achieving. When he gets back into the regular classroom and fails, he wonders what's wrong with him. These children learn best when they are taught on an instructional level and not on a frustration level," she says.

Ms. Espinoza said followup studies of the students, although not formalized, show that some revert to their original learning ratio during their first year out of the program. Others, however, continue to gain, so that by the sixth grade about half continue to progress, while about half have reverted to their original learning ratios.

Remediation in Espanola has become an innovative process of striving for individual possibles, rather than the fallacious generalization that all fourth graders should be read at the fourth grade level.

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ESPANOLA REMEDIAL READING
Learning Rates

	1971-72		1
	Before	After	Befo
Remedial Students	.22	2.69*	.2
Control Group#	1.07	1.30	.8

*A rate of 12.6 times as fast as rate before entering program
+A rate of 5.6 times as fast as rate before entering program
#Students on priority list but not enrolled in program bec ranking on list

NOTE: The differences between 1971-72 gain and 1972-7 uted as follows: 1) 1972-73 post-test results from sp 72 used as pre-tests, with no accounting for su 2) students in program for more than one year tend gain in preceeding years; and 3) in 1972-73 differ same test were given, while in 1971-72 different fo test were given.

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Learning Rates

	1971-72		1972-73	
	Before	After	Before	After
Remedial Students	.22	2.69*	.27	1.50+
Control Group#	1.07	1.30	.83	.84

*A rate of 12.6 times as fast as rate before entering program
+A rate of 5.6 times as fast as rate before entering program
#Students on priority list but not enrolled in program because of lower ranking on list

NOTE: The differences between 1971-72 gain and 1972-73 gain attributed as follows: 1) 1972-73 post-test results from spring of 1971-72 used as pre-tests, with no accounting for summer losses; 2) students in program for more than one year tend to show less gain in preceeding years; and 3) in 1972-73 different levels of same test were given, while in 1971-72 different forms of same test were given.

Big Brother Is A Tutor

At Floyd Elementary School, the futuristic "big brother is watching" is a reality today, but in this instance with a positive connotation. 'Big Brother' in many cases literally is someone's big brother who is watching and helping, because big brother is one of the youth tutors who has helped make it possible for the Floyd Schools to individualize instruction for all its elementary students.

Floyd is a small, rural school district, relatively isolated, and until very recent times fearful each year of being swallowed by consolidation with some other small, neighboring school district. The school population is characterized by a heterogeneous mixture of children from three races, and there is a high population of migratory children. Thus, the mobility rate in the schools is high, ranging between 50 and 60 per cent. Under these circumstances, individualized instruction was almost mandatory, if learning rates were to be improved.

However, because of economic factors, Floyd could not conceive of the traditional approach to improving its school program, so the only other alternative was something new, something innovative and something with a reasonable chance of success. Administrators looked at their district for possible resources, and the most obvious and most accessible were their own high school and junior high school students.

Initial work with student tutors began in 1970 through the assistance of State Department of Education professionals experienced with concepts being attempted through the Western States Small Schools Project, an organization formed by State Departments of Education in New Mexico, Colorado, Nevada, Utah and Arizona to improve education in small rural schools. With this initial experience, Gerry D. Washburn, Floyd superintendent, and his administrative staff could see some promise in the concept.

However, they also could see that students could not be used effectively unless they were provided with specific materials designed for use in such a program, unless adequate supervision were maintained and unless appropriate inservice training were given. So, they worked up a project proposal, "Student Tutors for Individualized Instruction", and Title III granted the district $4,000 in 1971-72 to begin work.

The basic aim of the project was to individualize instruction for all elementary students in the areas of math, language arts and reading. Basic goals were to use student volunteer tutors as part of the differentiated staff to individualize instruction, to prepare learning packets for instructional use which would maximize the effectiveness of the student tutors, and to acquaint other school districts with the procedures and methods of utilizing student tutors in the regular instructional program.

The initial grant, then, was used for a four-week summer session with teachers and administrators in planning the basic implementation procedure and developing scope and sequence instructional packets for elementary grades in reading, language arts and mathematics. During the first summer, pleted, and a num were developed fo elementary level a the sixth grade. C also were designe

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The learning packets were developed through analysis of no fewer than four basic texts in the pertinent subject matter areas. Each packet covers one concept in learning scope and sequence. That is, each concept is covered in all its possible contexts, and learning of the concept follows recognized sequential steps. Each packet contains its own pre-test; all necessary materials, as well as instructions for the teacher or tutor, and a post-test. The packets were designed so that anyone with rudimentary inservice training could use them effectively in working with children.

After the first summer's work, phase-in implementation began. During the first semester of the 1972-73 school year, both the teacher and learner packets were put into use in the regular classroom setting so that both the students and the teachers could become accustomed to them. Also, this gave teachers the opportunity to judge the effectiveness of the packets in actual use, so that any drastic problems could be eliminated before the next implementation step was taken.

This began with the second semester in 1972-73. The lower elementary grades 1-3 were reorganized into a non-graded, open school setting, and each student was given a schedule card, breaking the day into 15-minute modules and generally grouping the students into levels of need for each subject matter area. Math, language arts and reading required three modules, but breaks were provided at 15-minute intervals to maintain high interest. Grades 4-6 remained in the traditional setting of selfcontained classrooms. However, team teaching was utilized, and the learning packets

for mathematics through the sixth grade were used, along with the new student tutors and regular classroom aides.

Originally, the program involved all 106 elementary students and some 40 per cent of the high school and junior high students as youth tutors. At the beginning, the tutors were volunteers from study halls. No qualifications were established for the tutors, since Floyd had found in earlier experiences that students who have difficulty with reading can successfully tutor younger students in reading. The result is almost always positive for both tutor and tutee, since tutors who had always experienced difficulty in a certain subject area seem always to learn in a great spurt after beginning a tutoring experience in that subject matter area with a younger student.

Although there were no qualifications required for tutors, specific guidelines were developed for their involvement in the program. In order to avoid exploitation, tutor time was limited to no more than five hours a week, and activities such as grading of papers and taking of attendance were forbidden. Also, teacher supervision of tutors was strictly controlled. In total, 54 tutors were involved the first year, 57 the second year, and 43 in 1973-74.

The basic procedure followed in Floyd is simple. Tutors are given rudimentary inservice training in use of all audio-visual equipment, the location of materials and supplies and the location and use of learning packets. Formal inservice training on teaching techniques is avoided, although informal, one-to-one discussion sessions on techniques are held between teachers and tutors from time to time. The formal approach is avoided, according to Floyd project personnel, because this tends to decrease valuable tutor spontaneity and effectiveness.

After tutors have received inservice training, they are assigned to elementary students. Using the sequential learning packets, tutors first administer the pre-test for a given concept. If a student demonstrates that he has mastered the concept, the tutor selects the next sequential concept, administers the pre-test, and the process continues until testing shows the student has not mastered a particular concept.

Then, the tutor begins instruction, following again the sequential lessons outlined in the learning packets. Instruction is based on the activities suggested in the packet and makes use of any or all materials. When the process has been completed, the post-test is administered. If the student demonstrates mastery, a new learning packet on a new concept is selected, and the process is repeated. However, if mastery is not demonstrated, the tutor goes back and selects an alternative approach, using alternative methods and materials for teaching the same concept. All the alternatives also are included in the learning packets, although in many cases consultation with the teacher is necessary.

Throughout the entire process, the teacher is observing progress, tutor-tutee relationships, assisting tutors or students in specific problem areas and reviewing and revising individual student learning prescriptions. The teachers are freed to do more prescriptive work, to spend more time with specific children needing more specialized help, to spend more time in planning and in teaching other subjects in the curriculum, and to spend more time evaluating, not only student progress, but methods, activities, materials and techniques.

Daily scheduling provides enough flexibility for teacher-tutor conferences for assistance and guidance in particular areas. In some cases, tutors do not understand the concepts they are going to be required to assist their students with, but in any case, periodic conferences are scheduled for review, evaluation and discussion of progress. F
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Then, the tutor begins instruction, following again the sequential lessons outlined in the learning packets. Instruction is based on the activities suggested in the packet and makes use of any or all materials. When the process has been completed, the post-test is administered. If the student demonstrates mastery, a new learning packet on a new concept is selected, and the process is repeated. However, if mastery is not demonstrated, the tutor goes back and selects an alternative approach, using alternative methods and materials for teaching the same concept. All the alternatives also are included in the learning packets, although in many cases consultation with the teacher is necessary.

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Daily scheduling provides enough flexibility for teacher-tutor conferences for assistance and guidance in particular areas. In some cases, tutors do not understand the concepts they are going to be required to assist their students with, but in any case, periodic conferences are scheduled for review, evaluation and discussion of progress. Floyd project personnel stress that continuous communication among the teachers, aides, tutors and students is necessary for success of the program.

In keeping with one of the objectives, Floyd has offered workshops for other school districts. Five districts were represented by 24 teachers during the 1972-73 workshop, while in 1973-74 a total of 42 teachers and administrators attended from 12 school districts. As a result, several districts already have incorporated parts of the project into their own programs.

As the project developed, some of the details are changed. Although the original tutors were volunteers, a new system was developed whereby some of the tutors were able to receive high school credit for their work, while others enrolled in a special vocational human development course and received limited stipends as classroom aides through their tutoring experience.

In addition, enrichment experiences were added through use of special talents of the tutors. Piano, guitar and art were among the enrichment activities, while a special project involved bilingual education. High school non-Spanish speakers who have taken Spanish in high school are increasing their fluency by working bilingually with elementary youngsters and their Spanish-speaking peers.

Objective testing in Floyd shows the program is succeeding. The Floyd Schools have received exemplary status from the State Board of Education on the basis of student gains as compared with previous years. Learning alone has increased in the basic subject matter areas, but the affective results have yet to be determined. It is more than likely, however, that affective gains have been as drama tic as those in the cognitive areas. It is certain that the big brother concept in Floyd is positive, the antithesis of Orwell's bleak vision of *1984.*

Pooling Reso

Northeastern New Mexico is a vast plain stretching from the Texas and Oklahoma borders to the wilderness areas of the Santa Fe National Forest. The land is sprinkled with tiny communities, dotted with large and small ranches and farms. This is home for 10,000 school children who must be educated. They have the same needs as children in urban areas, but the resources in their isolated communities are not adequate to meet those needs.

The Educational Services Center, established in East Las Vegas in 1971, was designed to tackle part of this problem, providing poor, rural school districts with psychological, reading, special education and student-staff information services. Cooperating in the program are seven other school districts, and the original plan was to continue the program after federal funding sources were exhausted through prorated costing to all districts on the basis of use.

East Las Vegas, the sponsoring school district, has suffered some problems during the three years' experience with the project, but most of these problems stem from the large geographic area covered by the project and from poor communications. Personnel in the program agree that if such a project is to be continued or implemented in another area, an adequate number of consultants should be made available to cover the geographic area involved, and a maximum effort should be made, prior to implementation, to establish a functional method of communicating. Commitment to and understanding of all aspects of planned services must be evident from the beginning. Otherwise, they agree, the project will not reach its potential.

In the project, Mitchell Relin, psychologist, was consultant for psychological services. He originally planned to do diagnostic testing on referral from teachers, psychological evaluation for emotional problems, recommendations for remediation of specific problems,

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In the project, Mitchell Relin, psychologist, was consultant for psychological services. He originally planned to do diagnostic testing on referral from teachers, psychological evaluation for emotional problems, recommendations for remediation of specific problems, teacher-counselor consultations and informal workshops in behavioral and other areas as applied to teaching and counseling.

"The majority of my work was in I.Q. testing, behavioral problem and recommendations for counseling," says Relin. "Some schools made adequate use of my services, and others didn't, but I think that was because my role in the school wasn't understood from the beginning."

Relin says, however, that the most important thing was accomplished.

"We have identified a lot of kids who need special help, we have made recommendations, and some of those kids are getting the help they need. Teachers are beginning to look at different things, and they have become more able to differentiate among the problems their students have," Relin says.

Resources in the isolated communities are not adequate to meet the needs.

Working as a team with Relin was Errol Zuch, reading specialist. The reading services portion of the project was designed to provide individual diagnostic testing, follow-up work with the classroom teachers and/or remedial reading teachers, inservice training and workshops, and consultation with teachers on appropriate materials for specific reading problems.

Zuch, as Relin, spent most of his project-time administering individual diagnostic tests, and the two working as a team were often able to isolate specific psychological or physical learning disabilities which impaired a child's ability to succeed in school. In cooperation with Shirley Jones, coordinator with the Special Education Instructional Materials Center, another branch of the project, they were able to provide materials to assist teachers in remediating specific problems.

The Educational Services Cent

They also made recommendations regarding medical checkups, where specialized medical attention was indicated.

Zuch and Relin feel that more effective use of their services could have been made through more frequent workshops and inservice training sessions and more frequent teacher-student consultations. However, they point out that there was no other resource available to the schools for special diagnostic testing, and this testing was vital in a majority of cases referred to them.

The Instructional Materials Center, part of a statewide network for the delivery of special education services in New Mexico, serves 29 school districts in Northeastern New Mexico. Ms. Jones, coordinator, travels thousands of miles annually to serve the assigned region, giving workshops, delivering materials and working with teachers. (For complete information regarding the SEIMC's, please see "The Sears and Roebuck of Special Education".)

Rounding out the services provided by the center is the student-staff information branch, headed by Joe Stein, data processing specialist. The student-staff information section maintained, for the East Las Vegas Schools on a pilot basis, complete computerized information including student master records, student attendance reporting, student grade reporting, student scheduling, student test records and student health and immunization records. In addition, the computer stored information on staff payroll accounting, equipment inventories, activity fund accounting, a personnel information data bank and a statistical analysis of student test data.

"A lot of work went into setting this up originally, and it has been a battle of communications constantly. The isolation of the outlying school districts and the poor telephone service has been the biggest part of the problem," Stein says.

However, complete records are in the computer for East Las Vegas, while Springer's payroll accounting, student attendance and grade reporting also have been included. In addition, payroll services have been provided for Luna Vocational-Technical School in Las Vegas, and all student master data for the Pecos schools are on computer.

"The purpose of this project was to provide data processing services in the small school districts which could least afford these services. An excellent system would be realized if each district to be served had a terminal and printer, so each district could prepare its own information, edit it and send it to the central computer," says Stein.

He points out that the East Las Vegas Schools have received many benefits from the program. Many hours of work have been saved for the teachers and principals in the attendance reporting segment, alone.

"We developed a system for the high school on the basis of period absences. That way, we are able to determine any absence patterns. With this system, you can attempt many different methods and keep track of their effectiveness," he points out.

Because of the data processing system, student registration at Robertson High is no longer the long complicated process it was in the past. Students are polled at the end of the year regarding the courses they desire to take and any courses which they would like to see offered durin This information is sort made, forming the basis the next year.

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"We register on a college system. The students select the teachers and the courses they want. Any conflicts are settled by the students themselves, and prerequisites and other qualifying information are checked by the counselor at the end of the registration process. We get all the slips, do the course print-outs and are finished with registration in one day," Stein says.

He feels the most frequently used information generated by the service is the analysis of all test data in the schools. He said teachers, counselors, parents, the federal government, state education officials and others all have used this information on many occasions in the past.

The East Las Vegas Educational Services Center was an ambitious project, and personnel remain committed to the original concept. However, they also are firmly in agreement that success depends on adequate staffing or a managable geographic area, commitment by those receiving the services, and a clear, functioning line of communication among all the benefiting districts.

The Listening Post: Cooperative Guidance

"I'd stick around for another year just to work on it."

Jeff Dulany, a senior at Moriarty High School, was serious. He spent 12 years in the Moriarty Schools, was to graduate in a week, but he was seriously willing to return for another year to work in the cooperative guidance program developed midway through the 1973-74 school year.

Dulany, who was a peer counselor in the program, didn't seem to be alone in his enthusiasm. Despite the hustle and bustle of finals week, the guidance center at the high school hosted a handful of young visitors viewing a filmstrip on drug problems, and there were two or three more leafing through pamphlets on career opportunities and vocational education. The atmosphere and the students were open, friendly and outwardly enthusiastic.

Less than a year before, the Moriarty Schools had been in transition. The students were then taking a leading role and they were expressing a desire to help. One of the approaches attempted by the new superintendent, John Salvo, is the cooperative guidance program.

"I have been interested in this kind of approach for several years. It has been implemented in other schools in the country and apparently was successful. We set up a committee of 14 people from all areas of the school district, with student representatives from the high school and middle school. They did almost all the planning for the project," Salvo says.

The district had hoped for a full year's experience with the project, but funding was received for a six-month pilot project, and the project was operational at the high school level for about one semester. Limited activities also were offered at the elementary level, although project plans call for intensification in the elementary school.

"This program will not work unless we work very hard on communications, and we have to get to the level," says Salvo.

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The concept was adopted to meet some of the pressing needs of the district. Salvo explains it would be impossible for the Moriarty Schools to provide adequate guidance and counseling services for all its students under current constraints. Roy George is the only

counselor available for 927 students; he could meet each student in the district during a 180-day school year if he scheduled five visits per day, an obvious improbability. Furthermore, an assessment of the situation in the district showed that parents and the community were not involved enough in the activities of the school and were concerned, among other things, about the lack of communications between themselves and their children.

Plans for the cooperative guidance program call for establishment of three centers, one each at the elementary, mid-high, and high school levels. These centers are to be organized around a media approach using film strips, records, books, pamphlets and other material on career opportunities, educational opportunities, study habits, drug problems, personality development, self-understanding and understanding of others, peer relationships and other problem or interest subjects for different age groups. Some of the materials and accompanying equipment were received and put to use in the high school on a limited basis in 1973-74.

The centers are to be open during all school hours, with future plans calling for special hours after school and on weekends. Each center is to be equipped with comfortable furniture and staffed with an adult aide and a peer counselor/aide. A widely advertised telephone number also is to be used for parents or students with a question or problem they wish to discuss anonymously or conveniently without the need for a personal visit to the center.

The goal, then, is to expand guidance and counseling services to all students and parents, making use of all methods available, including audio-visual media, peer counseling, group and individual counseling and consultants.

"I have never seen a guidance and counseling program work like it should. There usually are too few counselors for the work load. If this works as we want it to, it will be student oriented for nine months, and in the summer it will be parent oriented. Thay way, everyone gets involved," Salvo says.

He pointed out that Moriarty Schools suffer from the universal and chronic education problem -- poor communications.

"We want to get parents to use the center, students to use the center -- bring everybody together, and that way, we should have students, teachers, parents and administrators understanding each other and working together," he says.

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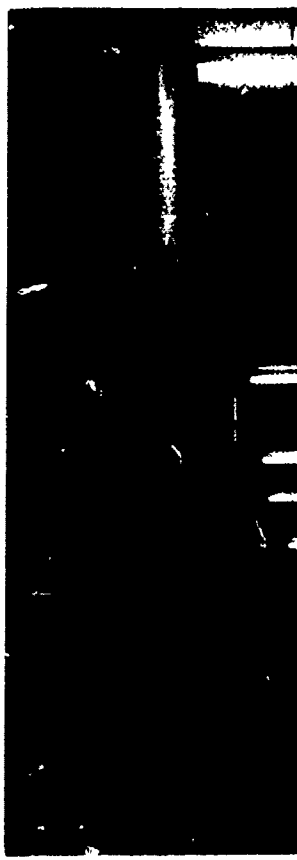

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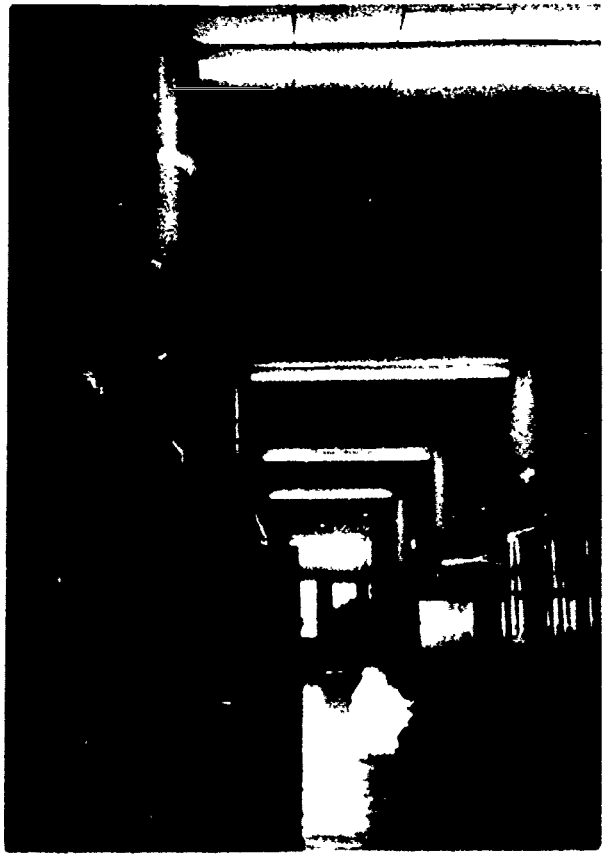
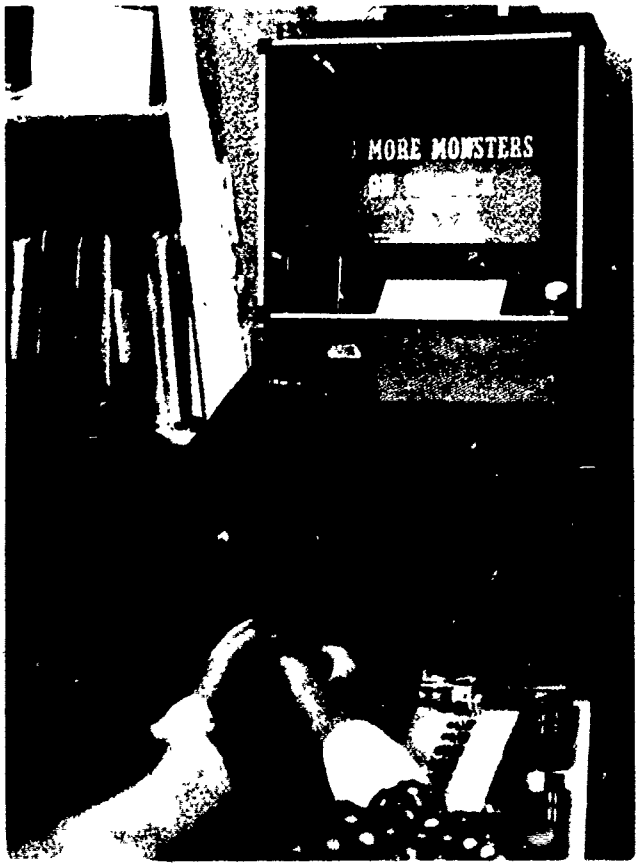
"After we get going, it should be one of the best kinds of guidance programs at the lowest possible operational cost," Salvo notes. "We feel we're going to spend only $40,000 for 1,200 kids in the future, which is a very reasonable cost. We will get a good program for a low per pupil cost."

Since groundwork and planning for the program had been accomplished previously, immediate implementation was possible after the grant was received.

"We held three workshops for the 13 peer counselors who were selected for the program. And, we had a ten-day teacher workshop for teachers and parents. This workshop let teachers know about our program, about counsel-





ing in general and covered some of the problems they might encounter in the classroom or at home," George said.

Then, orientation sessions were held for the high school and middle school students. Small groups toured the facility, were made acquainted with the equipment and materials and met the adult aide and the peer counselors.

Participation was slow at first, George admits, but visitations increased gradually as more and more students and parents became familiar with the center.

Mary Lee West, adult aide with the program, a housewife and the mother of two young children, said, "It was rough at first, but once we got started, things changed. When we got the peer counselors, it helped a lot. Kids weren't afraid of it any more. I think about 75 per cent of the students have come through. They may not look at the filmstrips or talk to anyone, but they are looking around and getting acquainted with the center."

Ms. West said her work in the program has been rewarding for her, personally. "I'm learning a lot. I think this experience is going to help in my relationships with my own family," she says.

Dulany, Shelley Clark and John Gale, peer counselors, agree they too are learning from their involvement in the center.

"I've really learned a lot about people," said Ms. Clark.

"I've seen you really can't tell a book by its cover. There are so many inner feelings that you never see until you are talking to some of these kids, and they are different people than what you think they are," said Dulany.

"You have to examine all the points when you're talking to people. You have to ask yourself it there's something you're overlooking or something else to the problem that the guy isn't telling you, and you have to be careful what you say," said Gale.

George says, "It's too early to tell exactly what the impact will be, but it should be positive. Through the filmstrips, other materials, aides and peer counselors, we can reach everyone. I don't have to see everyone, or try to see everyone. But, if a student does want to see me, he has a better understanding of what his problems are. We can get right to the heart of the problem without spending a lot of time trying to define what is bothering a student or what his problems are. A lot of times kids can solve their own problems if they have the right resources."

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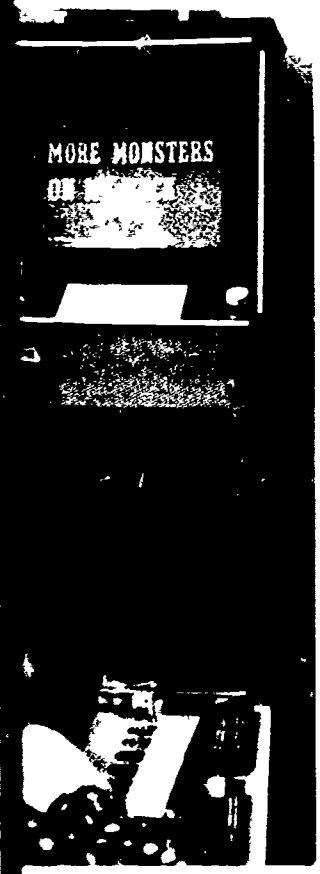

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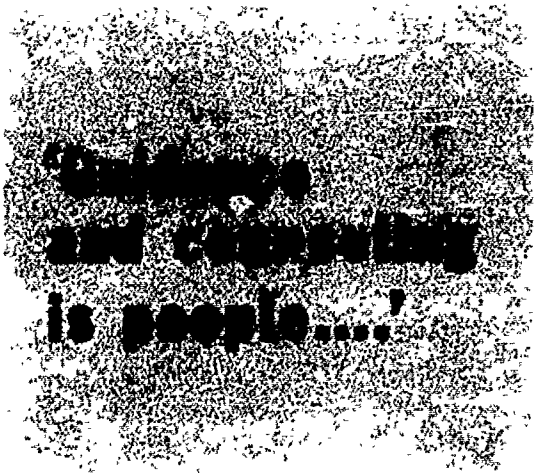
Manuel Lopez, peer counselor and student body leader, explained that, "We have a lot of shy people. It's common. If he sees a filmstrip, this could help him see that other people have the same problems, and if he sees that, he might be more willing to talk to someone else. We're really listeners, because most of the kids just need someone to talk to confidentially."

Full implementation of the Moriarty program comes in the future. The elementary program is to be fully operational by the fall of 1974-75, and new equipment and materials are to be installed at the high school in a remodeled facility which will be more comfortable and pleasant.

In the meantime, community interest is growing.

"I've had calls from people who want to organize a parent group to meet regularly. They want to watch films and discuss them in group sessions, because they are now realizing that they have some of the same problems as their neighbors have in relating to their children," says George.

The project is involving people, because, as Saivo puts it, "Guidance and counseling is people."



School to Home And Back Aga

Following education's credibility crisis in the 60's, a gradual awareness developed of the importance of parents to the established education community. It was realized that if the ambitious goals of American education are to be realized in the ever more complex mesh of our society, parents must be involved.

Parental involvement and awareness is one of the major goals of the Parent-Kindergarten Liaison Program, begun in the Pecos Independent Schools during the 1972-73 school year.

The Pecos Schools serve the village of Pecos and eight other small communities in the surrounding area. Pecos is relatively isolated, the other communities more so, and the educational background of the people is generally low.

The precise goals of the Parent-Kindergarten Liaison program are to increase parental awareness and understanding of child development, to provide more motivation for children in deprived areas and to develop better communications between home and school.

During 1973-74, Lena Smith and Virginia Alaniz were employed as liaison representatives, and activities were expanded to include parents of first graders, in addition to the kindergarten parents.

Activities basically are home centered, according to Ms. Smith, one of the liaison representatives.

"Monday through Thursday we visit the homes and spend time with the parents, usually the mother. We remain flexible in accordance with the home situation on a particular day, and if the atmosphere doesn't seem right, we go away and schedule a visit for another time," she says. "We average about six home contacts per day, ranging from 74 to 76 contacts per month. This year, we had 94 children participating in the program, officially."

Much of the work with the parents involves demonstrations on the use of special learning materials which were purchased for the program, demonstrations on how to make educational toys and games using common household items, and practical counseling on child development, learning and behavior.

The liaison representatives often find themselves in the role of sympathetic listeners as the parents grow to know them.

"Often we are in the position of hearing all the problems, but this helps us to establish a trust with them. All of those discussions are strictly confidential, an
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The liaison representatives often find themselves in the role of sympathetic listeners as the parents grow to know them.

"Often we are in the position of hearing all the problems, but this helps us to establish a trust with them. All of those discussions are strictly confidential, and as time goes by parents become more receptive to suggestions regarding their children and their work in school," Ms. Smith says.

"Attitude changes are the most important impact of the program, I feel. There were many times when parents couldn't come to school and simply didn't make an effort. But, when the liaison program began, attitudes started changing. Parents began to make a special effort to visit the schools, and we would often provide transportation in special cases. After a while, parents admitted that before, they hadn't been interested in what was going on in the schools."

Their attitudes toward the schools change

with their attitudes toward their children, according to Ms. Smith, and parents gradually become aware of the importance of working with their children, helping them with special projects at home and encouraging their special interests.

New evaluation instruments, some of them developed for the program in 1973-74 with technical assistance from the State Department of Education, are considered highly meaningful by Ms. Smith.

Those instruments include individual home visitation contact reports, child-parent information sheets, daily record charts for parents, self-evaluation forms for kindergarten children, reading conference records, informal reading inventory evaluation sheets, the Likert Scale for first graders, a children's questionnaire for kindergarten and first grade, a parent attitude questionnaire and a form for evaluation of materials used in the program.

"We are keeping individual folders on each child. These folders contain test data, all the questionnaires, other evaluation information, as well as the information form which gives us a complete capsule history of the child, his medical background, his parents, his interests and other things," Ms. Smith points out.

Records also are kept of each contact made.

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Records also are kept of each contact made.

"Each time we visit a home, we enter this on a special form. We write down the nature of the visit, what was discussed regarding the child, special notes, and what material we left in the home, if any. Everything we do during a visit, with the exception of confidential discussions, is noted, and we have found these records to be valuable tools," she says.

For one thing, the records are often referred to during weekly sessions with the kindergarten and first grade teachers. Parent comments regarding their children's problems, areas of learning difficulties and even

attitudes about school are discussed during these sessions. In turn, teachers often make special requests for visitations to specific homes because of events in their classrooms.

"We have two-way communications at all times. The teachers are always aware of what we are doing. And, we make it a point to attend all first grade and kindergarten activities, such as field trips, activity programs and holiday parties," she says.

Direct parent-teacher communications also are strengthened via activities of the program. The liaison representatives planned meetings in the evenings for parents and teachers so there would be an opportunity for personal exchange and discussion.

"Two of these were pot luck suppers which turned out beautifully. We had teacher skits, supper and a jam session with live music. Everyone got into it and everyone was relaxed and talking. The parents were communicating with the teachers in an open atmosphere, and relations were strengthened a great deal. We plan to continue this kind of activity, mixing fun and business, because we are convinced it is effective," Ms. Smith says.

Materials for the program were purchased with special care. Most of them are easily adapted for group use, and many of them are put to triple duty, now, since the liaison representatives have established a small media center at Pecos Elementary School. Materials are checked out to teachers, taken to homes for parental use or remain in the media center and are used by children there during recess and other free time.

"The media center has been so popular that many children come in here during play periods and recess. We have things set up so they can work on their numbers or vowels for 15 minutes and then we let them finger paint or decoupage or whatever else they want to do. Some of the children who come aren't ever in our program," she says.

Another popular new benefit of the program in 1973-74 was the film library. The liaison representatives put out a special effort to obtain films and were able to secure more than 100 from various state sources during the year.

"We had films on just about everything -- fairy tales, caves, bilingual films, science films, everything. That went over big, because most of these children have never been exposed to anything like this before," she points out.

In one of her last home contacts for the year, Ms. Smith visited Linda Valencia, a housewife and mother of two young children. Chris, the oldest, is five, and his younger brother, Miguel, is two. Chris was a kindergarten student in the program during 1973-74, and his mother and Ms. Smith chatted about his progress during the year.

"Chris has learned from the program. He has really learned. I wish he could stay in kindergarten for another year. He assumes a lot of responsibility, and I have been able to get along with him a lot better. His manners have shot up sky high," says Ms. Valencia.

"Well," said Ms. Smith, "he had good manners originally."

"Yes," said his mother with a smile, "but he learned to be a lot better."

Chris is outgoing, talks freely and takes great pleasure in "reading" his favorite stories to visitors.

"He really can't read," his mother explains, "but he has memorized all the stories his father reads to him. He wasn't interested really in reading before kindergarten, but he was interested in letters."

"You wouldn't believe it now," she said after Chris had finished a dramatic reading of one of his favorite storybooks, "but he was very, very shy before he started kindergarten. He would hardly say a word to anyone."

Originally, the Roswell study of extended school year plans (ESY's) was primarily aimed at ferreting out possible dollar savings and thereby coming up with recommendations which could be implemented in many school districts around New Mexico to help relieve the state's chronic education dollar shortage.

At the inception of the study, it should be remembered, the nation was still suffering the effects of a public outcry for education accountability, an outcry felt directly by many schools when bond issues were turned down in record numbers. The beginnings of federal court intervention in equitable distribution of education funds and equal education opportunities for all children also were evident. So, at the time, the emphasis was generally on dollars, nationwide as well as in New Mexico.

Yet, once the study began, it was determined rather early that the financial impact of year-round school plans already had been basically established. It was concluded that elective plans (those which allow students and their parents to elect their own schedules) actually result in an increase in operational costs, whereas mandated plans (those where schedules are mandated by the school district) result in savings through reduction of capital outlay and equipment costs. However, it was found at the same time that mandated plans usually result in an increase in operational funds and there is some additional transitional cost when such programs are implemented. So, the general conclusion is that "year-round education would not result in reduced educational expenditures for New Mexico schools."

After this discovery, the dollar aspect took a back seat, and curriculum became the focus of attention. It was found that the seemingly limitless possibilities in enriching the curriculum under ESY's had been considered more or less only incidentally in other areas of the country. Furthermore, a survey conducted by the Roswell project staff showed that 62 per cent of New Mexico's top school administrators were interested in ESY plans in terms of the possible alternatives such plans would offer for curriculum enrichment, and another 52 per cent were interested in the possibilities for improving the learning environment and practice. Therefore, Roswell's study took a right turn, toward curriculum.

Receiving direct support from the State Department of Education, which had expressed considerable interest in such a study for New Mexico's particular geographic, social, cultural and economic conditions, Roswell revised its original objectives somewhat and began to work under new objectives, namely to examine the feasibility of ESY plans in New Mexico as related to curriculum innovation and improvement, with explorations into economics, implementation methods, evaluation designs and other similar items.

A full year was devoted to this direction. Information, sometimes first hand through on-site visitations, was obtained from schools already under some form of ESY schedule. Those schools included such well-known ones as La Mesa-Spring Valley (California), Valley View (Illinois), the Dade County (Florida) Quinmester Program, the Atlanta (Georgia) plan and the program at Francis Howell (Missouri). In addition, [illegible] wide variety of oth[illegible] total), forming the [illegible] first-year study.

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Some general observations resulting were as follows:

- --ESY is not a new concept, since experiments in this area began as early as 1904.
- --There is an infinite variety of ways to revise school calendars.
- --The 45-15 plan (45 days in school, 15 days out) is the most popular plan currently in use.
- --Experiences with the 45-15 plan have been predominantly positive, with savings realized in capital outlay with no impairment of student achievement. Community support of these plans has been generally good, and support increased with actual experience.
- --There is little evidence that elective ESY plans, generally designed to enhance educational opportunities, have influenced student achievement significantly.
- --The degree of feasibility for any ESY plan varies from district to district because of local conditions.
- --There is evidence to indicate that ESY's are to become the rule rather than the exception in the future because of the flexibility offered in terms of the changing American lifestyle.

Recommendations resulting from the 1972-73 study continued to center almost exclusively around curriculum. The thrust of 1973-74 activities was recommended in two broad areas, namely toward the many implications of the nine-week curriculum unit with

Enriching The Curriculum:

respect to grades 7-12, and toward an investigation of opportunities for curriculum reform within the framework of the 45-15 plan at the elementary level.

Work in this direction began with a three-week workshop just prior to the opening of the 1973-74 school year. Project personnel explained to the 26 participants (22 teachers and four administrators) the basic ideas behind the ESY and the nine-week short course concepts. The workshop participants were to assess the validity of a short course concept and make recommendations pertaining to further study efforts.

They charged into the heart of the matter and grouped themselves into subject matter areas, with separate groups forming for elementary and middle school work.

The elementary group focused on process rather than specific course offerings. They established four general goals of the elementary program, and then zeroed in on more specific goals and an instructional model founded on "The Family of Man" approach. Finally, a pilot project for a K-12 short-course, 45-15 plan was committed to paper, culminating their work.

The middle school group concentrated on facets of an elective nine-week course concept, attempting to determine the number of courses that could be feasibly offered and the scheduling problems which might result. Course titles were selected, but no effort was made to outline contents of the courses, since it was felt that the teachers should themselves be directly involved in this kind of detail. Under the mid-school plan which resulted, the curriculum was divided into traditional and enrichment, with flexibility provided for combinations of both. In the enrichment curriculum, students were allowed to cross grade levels, and other options were built in.

The high school group focused on development of specific nine-week units in the various subject matter areas. However, toward the end of the workshop, a general pilot project was mapped out for possible implementation, meshing with the plan developed by the elementary group.

The workshop came to a close, but the enthusiasm generated by the work did not. The English departments of both high schools in Roswell and the principal of one middle school submitted proposals for implementation of pilot programs in their respective areas and schools. After careful evaluation, a green light was given the project proposal for Berrendo Middle School. The administration felt that this effort would provide the most data, and economics were a factor since teachers and others involved would have to be compensated for additional work.

Planning for the Berrendo pilot project was underway early in the 1973-74 school year. Teachers were notified and meetings were held. Teachers opposed to the concept were given options, and then the effort of developing nine-week units began in earnest. At the same time, parents and students were notified, the new project was discussed with them and reactions were solicited.

By spring, units had been completed and a catalog of all course offerings at Berrendo for 1974-75 had been produced. On the basis of this catalog, preregist and a master schedule fo prepared. Berrendo facu the pilot project next ye of enrichment courses in upon basic requirements will absorb all costs of in this project, and the init vestigation of ESY's will end of the year.

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By spring, units had been completed and a catalog of all course offerings at Berrendo for 1974-75 had been produced. On the basis of this catalog, preregistration was conducted and a master schedule for classes and teachers prepared. Berrendo faculty will implement the pilot project next year, offering a variety of enrichment courses in addition to the agreed upon basic requirements. The Roswell Schools will absorb all costs of implementation for this project, and the initial results of the investigation of ESY's will be known by the end of the year.

At the same time, both Roswell high schools will be offering elective short courses through the English and social studies departments, and to a limited extent through the business education departments. The nine-week short courses represent the beginnings of a more major move in the direction of curriculum reform at the high school level.

In the meantime, a plan for piloting a 45-15 project, K-12 is pending. Initial results of implementation at the mid-school and limited implementation at the high school more than likely will have a bearing on future action in the area of 45-15 scheduling. It is certain, however, that many schools in New Mexico will be interested in Roswell's direct curriculum rennovation and the short course concept in action.

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Special education teachers in New Mexico have their own private Sears and Roebuck built into the Special Education Instructional Materials centers located in four communities across the state

This program, with the coordinating staff funded through Title III, is an undisguised blessing for special education teachers, facing on the one hand extreme pressures from parents and state officials, and on the other hand economic and geographic conditions which severely limit the amount and kind of local resources available for their highly specialized teaching field.

The New Mexico Legislature in the past six years has placed specific emphasis on delivery of special education, and this emphasis has been increased since a validated special education incidence study, the first of its kind in the nation, last year verified that 25.26 per cent of New Mexico's school-aged youngsters are in need of some type of special education service. Rapid growth is projected for the next three to five years until all the needs in this area are being met.

Thus, demands on the centers will increase, although the workloads already are heavy. Designated centers and their assigned regions are as follows:

--Northwestern Special Education Instructional Materials Center, located in Albuquerque, serves 15 local education agencies and 45 per cent of the state's total population. More than 250 public and private special educatio teachers receive services from this center. Marjorie McCament is coordinator.

--Southeastern Special Education Instructional Materials Center, located in Roswell, serves 27 local school districts and more than 200 special education teachers. Coordinator is Charlene Hughes.

--Southwestern Special Education Instructional Materials Center, located in Las Cruces, serves 17 local school districts. This center,

coordinated by Lynn Coburn, also is providing practicum experiences for seniors and graduate students from New Mexico State University, located in Las Cruces.

--Northeastern Special Education Instructional Materials Center, located in East Las Vegas, serves 29 local school districts and is part of the Educational Services Center established in Las Vegas for surrounding school districts. The coordinator is Shirley Jones. (See "Pooling Resources: The Educational Services Center".)

The IMC concept is based on experiences in other parts of the nation with similar networks established to serve special education classrooms. The scope of New Mexico's centers will be broadened during 1974-75 with the addition of diagnosticians who will be responsible for testing and diagnosis of children identifying their need for special education or other specialized services.

The IMC's make materials and inservice training available to local schools and other groups where budgets are limited and other resources scarce or nonexistant. Coordinators are responsible for materials collection, cataloging and loaning, maintaining walk-in services, providing consultant services on instructional problems, assisting in the writing of project proposals, publishing newsletters and other informational items, maintaining liaison with assigned school districts and other special education resources, and other similar activities.

Coordinators provide inservice training and workshops for teachers, parents, lay organizations and other groups. Each region also has designated three communities for more concentrated efforts, including work with sheltered workshops. The activities of the centers basically are with the public schools, although services also are provided for private, non-profit schools.

Ms. McCament, coordinator in charge of the representative Albuquerque center, notes, "We help anyone. If they have children with special problems, then we give them what assistance we can. If we can't help them, we refer them to someone who can. We are a Sears and Roebuck kind of thing, but so much more."

"In some cases, I know we have identified children in the schools who have a problem that wasn't noticed before. We try to help the schools, refer the children to specialists so the problem can be identified and something done to help the child," she says.

"I've found that personal contact is best, because papers are often just thrown in the garbage can and aren't even read. I make it a practice of calling my schools frequently, if I'm not going to be on-site. In a lot of areas, I am coordinator for special education and a communications network," she says, pointing out the fact that many teachers in the rural areas have very little contact with other teachers in their own field and rely on her communiques to keep abreast of new developments.

Aside from the librarian/materials aspect of the staff's duties, the center coordinator is deeply involved in inservice and preservice activities for teachers and others.

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Aside from the librarian/materials aspect of the staff's duties, the center coordinator is deeply involved in inservice and preservice activities for teachers and others.

"One of our concentrated areas is in helping the teacher to be aware and to change her approach with a child. This is particularly true of regular classroom teachers. It is very difficult sometimes for people to understand, for instance, when a child isn't able, visually, to identify a letter in the alphabet or sequencing of the letters. They don't understand there's a physical problem, and often just write it off as lack of intelligence. This attitude carries over to the child, and the situation is complicated even more," Ms. McCament points out.

'If we can't help them, we refer them to someone who can.'

So, each coordinator has a battery of workshops for presentation to various groups. Topics range from "Orientation to SEIMC", "State Standards for Special Education" and "How to Develop a Parent-Tutor Program in Your Schools" to "Orientation to Learning Disabilities for Parent Groups", "Specialized Materials/Methods for the Secondary Level Learning Disabled Adolescent" and "Developing Attitudes Toward Learning, or You Really Oughta Wanna!"

Center coordinators also have become masters in the art of improvisation. At times, their mastery has meant a great deal of sayings to New Mexico. For instance, publishers often provide materials to the centers free of charge because these materials are used in the classrooms and evaluated by the teachers. Thus, effectiveness of the materials is field tested for the publishers at no charge.

"Of course," Ms. McCament says, "the best measure of any material is how much it is used, and we keep detailed records on this at the center. We know when materials are effective, because they are the ones which are checked out the most frequently."

She and the other three coordinators often help guide teachers to the proper materials for their children, since in many cases the teachers are not totally aware of what is available for specific learning objectives.

So, New Mexico has instructional materials centers which are something more than Sears and Roebuck, but infinitely as useful.

TITLE III ESEA ALLOCATIONS

Project	1971-72	1972-73	1973-74
Albuquerque Freedom High School	$65,000	$73,647	$ 47,000
Albuquerque Special Project in Remediating Motor Dysfunction	-0-	3,150	6,300
Albuquerque Resource Room for Visually Impaired Children	-0-	11,990	10,315
Carlsbad Televised Cultural Awareness Program	8,000*	25,110	18,401
Cuba School Bus Classrooms	-0-	38,973	22,100
Bilingual Bicultural Teacher Training Network			
Deming Silver City [1]	56,400	-0-	23,900
Artesia	20,000+	20,000	20,000
West Las Vegas [1]	80,000	96,436	103,494
Roswell [1]	-0-	60,000	78,300
Special Education Instructional Materials Centers			
Albuquerque	-0-	-0-	15,000
Las Cruces	0-	15,470	13,653.20
East Las Vegas [2]			
Roswell	-0-	-0	15,000
East Las Vegas Educational Services Center [3]	74,958	77,058	85,900
Espanola Reading Centers	29,000	26,140	28,804
Floyd Student Tutors for Individualized Instruction	4,000	13,207	13,000
Moriarty Cooperative Guidance Program	-0-	-0-	24,000
Pecos Parent Kindergarten First Grade Liaison Program	-0-	19,084	18,010
Roswell Extended School Year Study	-0-	30,700	54,800

* Video tape project which led to televised cultural awareness

\+ Instructional media only, no bilingual materials involved

1 Bilingual education project funding included in totals

2 East Las Vegas funding included in totals for Educational Services Center.

3 Funding totals include support for Special Education Materials Center.

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Teacher Training Network				
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	20,000+	20,000	20,000	-0-
egas[1]	80,000	96,436	103,494	-0-
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School Year Study	-0-	30,700	54,800	-0-

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on project funding included in totals
unding included in totals for Educational Services Center
clude support for Special Education Materials Center.

PROJECT DIRECTORS

Freedom High School

Ms. Esther Shumaker
Albuquerque Public Schools
724 Maple, S.E.
Albuquerque, NM 87106

Resource Room for Visually Impaired Children

Dr. Marion Barefoot
Albuquerque Public Schools
P.O. Box 25704
Albuquerque, NM 87125

Special Project in Remediating Motor Dysfunction

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The Bilingual-Bicultural Teacher Training Network

Armijo Bilingual Demonstration Teacher Training Center

Mr. Henry Trujillo
West Las Vegas Public Schools
P.O. Drawer J
Las Vegas, NM 87701

Deming Bilingual-Bicultural Teacher Training Center

Ms. Maria Spencer
Deming Public Schools
501 West Florida
Deming, NM 88030

Roswell Bilingual-Bicultural Teacher Demonstration Center

Ms. Grace Romero
Roswell Public Schools
200 West Chisum
Roswell, NM 88201

Televised Cultural Awaren

Mr. Henry Burditt
Carlsbad Municipal Sc
103 West Hagerman S
Carlsbad, NM 88220

Cuba School Bus Classroo

Mr. Carlos Atencio
Cuba Independent Sc
P.O. Box 68
Cuba, NM 87103

Espanola Reading Centers

Mr. Robert Vigil
Espanola Public Schoo
P.O. Box 249
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Student Tutors for Individu

Mr. Gerry D. Washbur
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Cooperative Guidance Prog

Mr. Roy George
Moriarty Municipal Sc
Drawer 20
Moriarty, NM 87035

PROJECT DIRECTORS

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Impaired Children

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Schools

l Teacher Training Center

l Teacher Demonstration Center

Televised Cultural Awareness in Carlsbad

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Moriarty, NM 87035

(MORE)

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Parent-Kindergarten-First Grade Liaison Program

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Extended School Year Study

Mr. Robert Maxwell
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Roswell, NM 88201

Special Education Instructional Materials Centers

Ms. Lynn Coburn, Coordinator
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Las Cruces, New Mexico 88001

Ms. Charlene Hughes, Coordinator
Roswell Independent Schools
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Roswell, New Mexico 88201

Ms. Shirley Jones, Coordinator
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Ms. Marjorie McCament, Coordinator
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